

Oxhey Wood Primary School

Oxhey Drive, South Oxhey, Watford, WD19 7SL

Inspection dates 12–13 December 2012

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The proportion of pupils making the progress they should varies between year groups.
- Teaching requires improvement because pupils do not make enough progress when the pace of the lesson slows or when tasks are too easy.
- Pupils do not read and write well enough because there are gaps in the pupils' reading, writing and mathematical skills that relate to the period when many temporary teachers were employed at the school.

The school has the following strengths

- Effective leadership has improved teaching, behaviour and attendance.
- Additional government funding has been used well since September 2012 to support pupils who need extra help. As a result, they receive effective individual support and make good progress.
- Marking is consistently good and provides clear guidance on how to improve.
- Pupils behave well.
- Rapid action has been taken by the governing body and the local authority to appoint experienced leaders and a new team of teachers.
- The new team of teachers is having a positive effect on pupils' progress.
- The regular checking by senior leaders is effective in improving the quality of teaching and the progress pupils make.
- Information about how well pupils are doing is being used effectively to help them to improve and to plan any further support they need.

Information about this inspection

- Inspectors conducted 26 lesson observations and saw every teacher at work. Inspectors conducted six joint observations with senior staff. All staff were offered professional feedback about the lessons inspectors observed.
- Meetings and informal discussions were held with groups of pupils. Further meetings were arranged with the Chair of the Governing Body, nominated staff, and representatives of the local authority.
- The inspection team looked at the 11 responses to the online questionnaire (Parent View).
- Inspectors looked at a range of documents provided by the school, including the school improvement plan, the analysis of pupils' progress, the headteacher's reports to the governing body, and the minutes of governing body meetings.
- HMI referred to the monitoring visit report produced after his visit in June 2012.

Inspection team

David Jones, Lead inspector

Her Majesty's Inspector

Judith Tulloch

Additional Inspector

Mina Drever

Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school was given a Notice to Improve in October 2011.

Information about this school

- The school is larger than the average primary school.
- The large majority of pupils are White British. The percentage of pupils from minority ethnic backgrounds is just above the national average. The proportion of pupils who speak English as an additional language is above the national figure.
- The proportion of pupils known to be eligible for free school meals is high and rising. As a result, the school receives additional government funding (the pupil premium) for at least 40% of the pupils in each year group.
- The proportion of the pupils who need extra help with their learning because they are disabled or have special educational needs is above average. These include pupils supported at school action, school action plus and those with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- A new headteacher and deputy headteacher were appointed in September 2012 and eight newly qualified teachers joined the school on the same day. The previous headteacher resigned during the summer term 2011. The deputy headteacher led the school during the autumn term 2011 and two experienced local authority officers took responsibility for the school in January 2012.
- A local authority maintained children's centre and pre-school share the school site. These are not included in the inspection.

What does the school need to do to improve further?

- Further improve teaching and ensure that pupils make good progress in reading, writing and mathematics by:
 - developing the role of middle leaders to help coordinate the teaching of reading, writing and mathematics
 - making sure that time is used well in all lessons
 - making more consistent use of thoughtful questions by all teachers to build discussion and confirm learning
 - giving inexperienced staff opportunities to observe the best practice in the school.

Inspection judgements

The achievement of pupils

requires improvement

- Previous weaknesses in teaching still show as gaps in the pupils' literacy and numeracy skills in Years 3 to 6.
- The results of all of the 2012 teacher assessments and national tests were well below the national average.
- An increasing proportion of good or better teaching is helping pupils to make better progress than they did last year.
- Pupils in Years 1 to 6 often make good progress in two of the three core skills (reading, writing and mathematics) but not consistently in all three.
- The school has clearly identified the variations in pupil progress in Key Stage 2. As a result, good teaching is focusing on increasing their rates of progress in reading, writing and mathematics.
- Many younger pupils are making good progress in reading and writing. This is because teachers are good at teaching the sounds that letters make (phonics) and they hear pupils read regularly.
- The 'Big Write' is being used well each day to reinforce the pupils' reading and writing skills in all other subjects.
- Pupils at risk of not doing well and those who need extra help make good progress. This includes disabled pupils and those who have special educational needs, as well as those learning English as an additional language. They do well because of the effective, well-targeted support provided in-class and in small groups, which is partially funded by the pupil premium.
- Effective checking by senior leaders of how well teachers help pupils to learn is improving pupils' progress and helping to raise standards.

The quality of teaching

requires improvement

- Teaching requires improvement because there is not enough good teaching consistently available to promote good progress overall. Teaching was good in two-thirds of the lessons visited by inspectors.
- The pace of some lessons is too slow or time is lost moving between whole-class teaching 'on the carpet' and small-group work.
- Lessons are generally well organised. Teachers understand what they need to do to help pupils to improve. Some teachers do not allow enough time to review pupils' work at the end of the lesson and miss opportunities to use thoughtful questions to talk about what pupils know so they can check how well they are making progress.
- In an outstanding Year 6 mathematics lesson on the calculation of area, the pupils made outstanding progress because they were required to explain their method of calculation to the whole class. The pupils responded by giving very clear explanations that used accurate mathematics vocabulary whilst their classmates listened respectfully.

- Teaching in the Early Years Foundation Stage is consistently good. Lessons and activities are well planned. Children enjoy matching their letters and sounds work to physical movement and are beginning to use the skills they have learned to read simple words.
- Teachers' marking offers pupils clear guidance on how to improve their work and is consistent across the school.
- Teachers and support staff listen carefully to the pupils' ideas and use these to improve learning.

The behaviour and safety of pupils are good

- Most pupils behave well around the school, as school records and comments made by parents and carers confirm.
- Pupils work cooperatively and show very good social skills. For example, in a good Reception class lesson, young children sounded out the letters and sounds of new words to help their partner answer a teacher's question.
- Pupils told inspectors that there is some name-calling and 'some people can be grumpy' but pupils know they can trust staff to sort out any problems quickly.
- Most pupils enjoy learning. They want to answer questions and they take care over their work. In lessons where teaching requires improvement, pupils sometimes work slowly and talk to each other about things that are not connected to the lesson.
- Pupils are proud of their school. They feel that 'classrooms, teaching and behaviour have improved a lot' since September.
- Pupils say bullying is rare. They understand different types of bullying, including cyber-bullying and racism. Almost all parents and carers say that when bullying occurs, it is dealt with well. Pupils know how to keep safe.
- Attendance has risen significantly since the last inspection and is above average for the current term.

The leadership and management are good

- The headteacher and deputy headteacher have worked quickly to improve pupils' behaviour and raise attendance since the start of the school year.
- School leaders, including governors, are uncompromising and relentless in making sure that all pupils in the school receive the best education possible. They know what the need to do so that all pupils do as well as they can.
- Teaching has improved rapidly since the start of term as a result of good staff training, effective checking of how well teachers are helping pupils to make progress and opportunities to help teachers to improve. Newly qualified teachers say they feel well supported.
- Senior staff show other teachers how to teach well but inexperienced staff do not have enough

opportunities to observe the best teaching practice in the school.

- The headteacher and deputy headteacher consistently share their high expectations of teaching and learning, and this has been a key factor in the improvement in teaching. They make accurate judgements about how well teachers are teaching so they are effective in helping them to improve.
- Leaders and the governing body ensure that decisions about teachers' pay are closely linked to the effectiveness of their teaching and how well their pupils make progress.
- The spiritual, moral, social and cultural opportunities provided within the 'Big Write' programme provides a wide range of learning opportunities to look at different cultures and ideas in a well organised daily session.
- Good local authority support has helped the school to become more successful.

■ **The governance of the school:**

- Governors are fully informed about how the school is performing through reports from the school's leaders and by making regular visits to the school. They set targets for the headteacher, and check carefully how well these are being met. Governors monitor the impact of spending closely to ensure that the school budget, including the pupil premium, is being used efficiently and is helping identified pupils to make better progress. They ensure that requirements for the safeguarding of pupils are met. The local authority has begun a significant programme of governor training because of the number of new governors who have recently been elected.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117170
Local authority	Hertfordshire
Inspection number	399692

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	The governing body
Chair	James Brown
Headteacher	David Smith
Date of previous school inspection	18 October 2011
Telephone number	020 84284828
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